

The Jeffersonian



Fifth Anniversary Number
June 1924

OUR PRINCIPAL

Ray Kenyon Savage was born in Oswego, N. Y., May 1, 1879. After graduating from the Oswego High School, he attended the University of Rochester receiving the degree of A. B. from that institution in 1903. He served as principal of Lake View School, No. 7 from 1903 to 1919 when he was appointed principal of Jefferson Junior High School and is still serving in that capacity. Mr. Savage taught Latin and Greek in the Oswego High School from 1900 to 1902. In 1921 he taught pedagogy at the summer session of the University of Rochester and in 1922 and 1923 gave courses in Education at Johns-Hopkins University, Baltimore, Maryland. Mr. Savage refused to divulge further facts concerning his life history. He said he would respectfully refer the reader to some more or less remote number of the daily press, for which a reporter will prepare certain "copy", and the city editor will pre-
scribe the heading "*obit*".



Mr. Savage in his office

The Junior High

Those of us who have lived and worked for five years in the spirit of the Jefferson Junior High rejoice in the fact that our Superintendent, H. S. Weet, more than a dozen years ago, caught the vision of the possibilities of this new educational institution and was able to inspire our Board of Education with the enthusiasm that resulted in every section of the city being provided with junior high school opportunities for its boys and girls.

Seventeen classes from school No. 5, 6, 7, 17, 21, 30, and 34, with their teachers, were moved into the new Jefferson, September 1919 and gradually one type of work after another was added, until in September 1920 Jefferson became a full-fledged junior high school.

The plans for this school were drawn in accordance with such building needs as had been dictated by experience in the Washington Junior High School. The cost of Jefferson Junior High School was \$736,994.30. Its working capacity is approximately fifteen hundred pupils. The building is not complete for junior high work, however, since it does not possess the required provisions for health education. The site at Edgerton Park was provided by the city authorities. At the time this building was erected the city planned to build adjacent to the school a recreation building suitably equipped with gymnasiums, plunges, and other essentials in this field, this building to be used by the school during the day and by the adults of the community at such times as the school was not in session. Unfortunately for the school this plan has not yet been realized.

During the seventh grade the pupils are all given the same subjects. At the end of the seven A they may elect the commercial, foreign language or technical course, continue the same until graduation, or change to another course at the end of any semester. At the age of fourteen a boy may elect the industrial course and a girl the household arts course, both described later. Here three hours a day of shop work are given to the boys, and three hours of cooking, sewing, millinery, or other hand work to the girls. Three hours of academic work are given in addition to the handwork.

Club work one hour a week, when the pupils do the thing they want to do with the companions they want to be with, helps in the performance of the more arduous tasks of the so called book work.

The Friday auditorium meeting brings the various grades together, developing a community spirit and esprit de corps that makes for democracy.

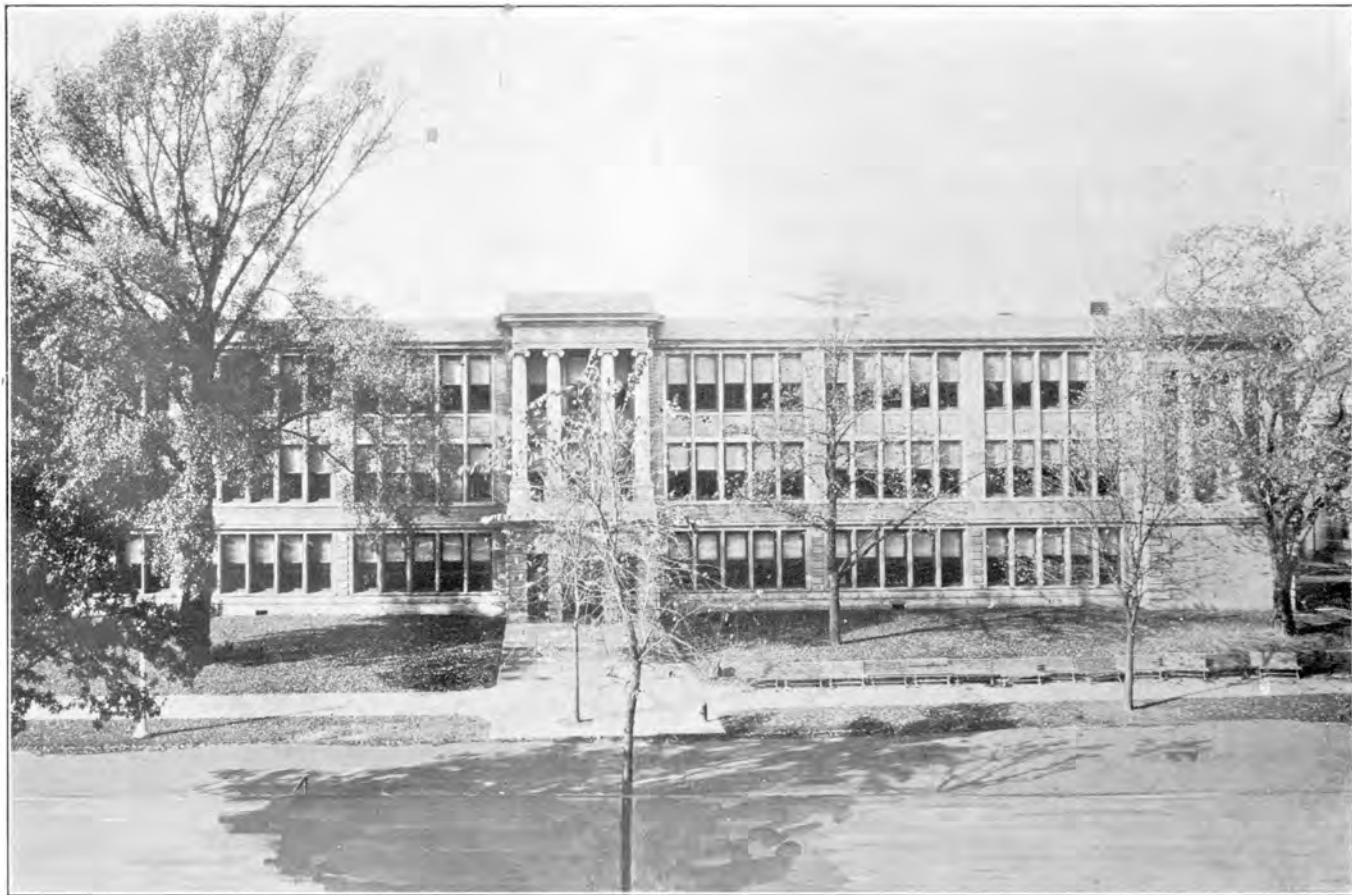
The junior high aims to make school a place where boys and girls live the life they should live at the time the school has them, doing the things they should do, learning the things they should learn, developing along all lines rather than merely academic; for the education that best fits for the future is the education that best fits for today.



"The Jeffersonian Staff"

Standing, left to right: Homer DeWitt, Assistant Editor; Raymond Savage, Alumni Editor; Ashton Phillips, Athletics; Carlton Thayer, Circulating Manager; Robert Kazmayer, Current Events; Miss Stiles, English Dept.; Mr. Deal, Printing Dept.; Miss Humphrey, English Dept.; Russell Pereira, Literary Editor; Fred Zahndt, Grind Editor; Herbert Bach, Current Events; Bennie Lucitti, Assistant Circulating Manager; Walter LaBorie, Assistant Editor.

Seated, left to right: Margaret Miller, Alumni Editor; Dorothea Chapman, Jokes and Grinds; Emma Gavitt, Assistant Editor; Helen Mann, Literary Editor; Katharine Ihrig, Editor-in-Chief; Hilda Dunlavey, Athletics; Frances Halley, Literary Editor; Marget Arnesen, Exchange Editor.



Jefferson Junior High School

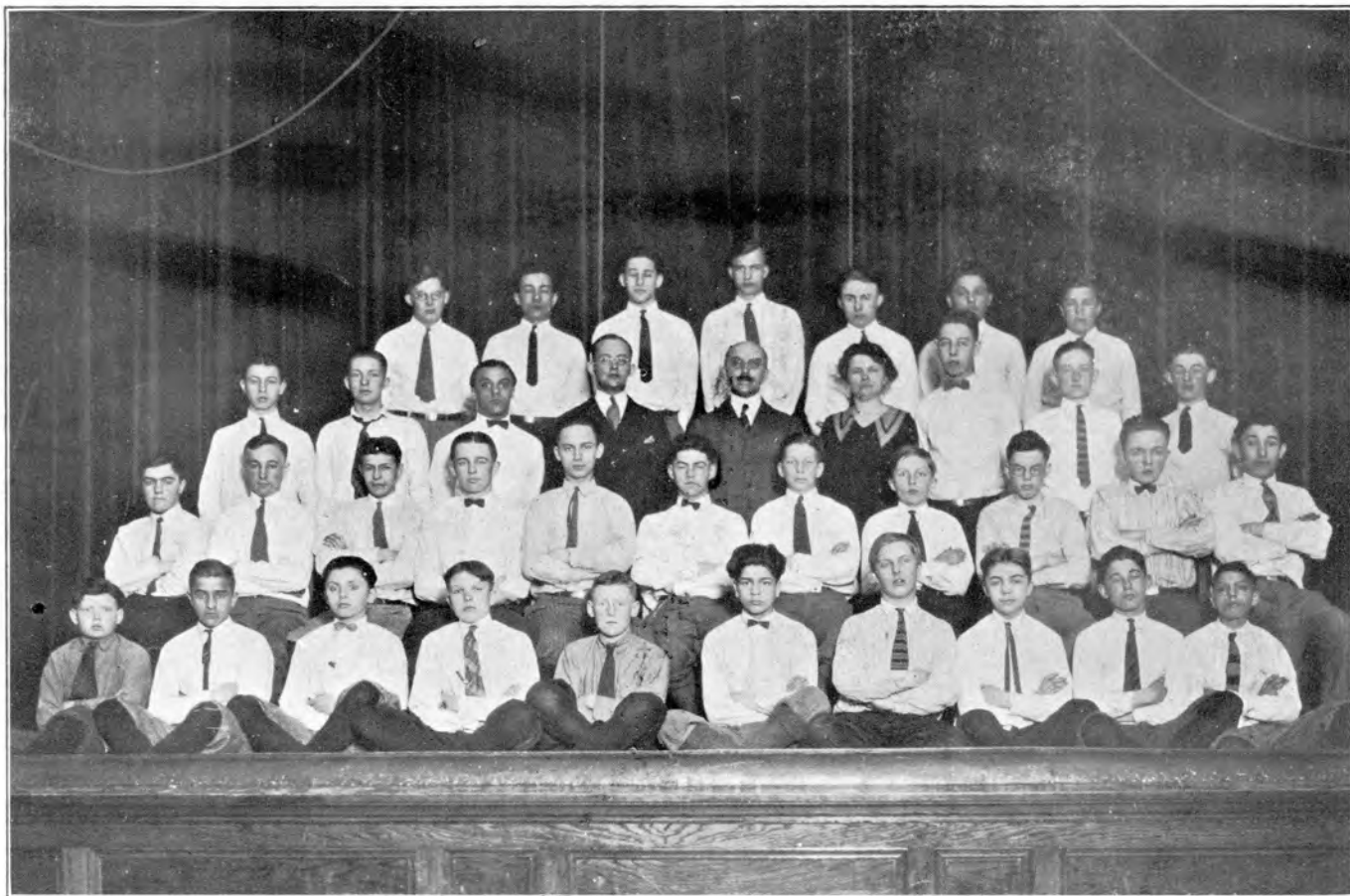


Standard Bearers of 1923-24

Left to right: Carl Fisher, Dorothy Vincent, Otto Hahn, Marea Jeannette Guldin.

STANDARD BEARERS

At the close of 9B the boy and girl with the best standings during 8B, 8A and 9B are chosen Standard Bearer and Assistant Standard Bearer for the ensuing term. Their duty is to see that due respect is shown the flag at all time, to lead the school in the pledge of allegiance to the flag and to represent the school at any public function where the flag of the school is on display.



Boys' Senior Corps and Advisers



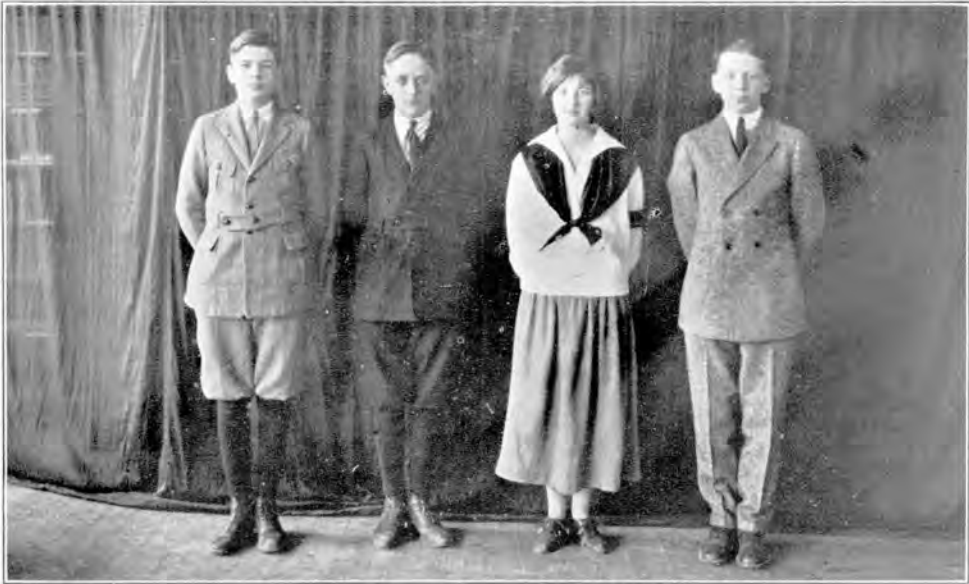
Directors and Officers of Girls' Senior Corps

Standing, left to right: Hilda Dunlavy, Treasurer; Eleanor Morse, Vice-president; Laurie Butler, President; Kathryn Ihrig, Secretary.

Seated, left to right: Katherine Wetmore, Director; Ruth Gilddon, Assistant Director.

GIRLS' SENIOR CORPS

The Senior Corps first of all brings the girls of the various courses together, bound by a common tie of friendship and community service. The basket of toys and fruit for the crippled children, the pretty comfortables for needy families, the "baby party" which brings joy and a sense of being wanted to each 7B girl, the competent ushers and guides in their clean "middies," the simple graduation dresses, are all expressions of the democratic spirit and the striving after the ideals of American girlhood which mark the activities of our senior girls.

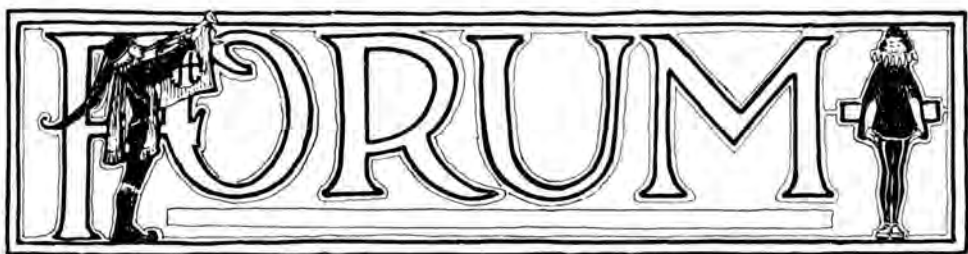


Officers of the Graduating Class, June, 1924

Left to right: Carleton Thayer, Treas.; Otto Hahn, Sec.; Laurie Butler, Vice Pres.; Lincoln Burrows, Pres.

SENIOR CLASS OFFICERS

The Senior Class organizes early in the term and aims to be helpful in securing the cooperation of all pupils in everything of interest to the school. The boys organize into the Boys' Senior Corps and the girls into the Girls' Senior Corps each with a definite piece of work to do. The January class has a party at Hallowe'en and the June class at St. Patrick's Day. Parents of the pupils together with the girl's adviser and teachers act as chaperones on these occasions.



The Student Forum is an organization of deepest interest and vital importance to Jefferson. To provide the right type of citizen for the future is the aim of every good school. In order to be a good future citizen, one must be a good present-day citizen. Boys and girls cannot afford to wait until they are men and women to learn how to live their lives happily and efficiently. They must practice right living now. So the Student Forum aims to form a more perfect union, to establish respect for law, to insure co-operation by putting service above self, to promote school spirit, to provide equal opportunity and equal responsibility for all.

Every member of the school is a member of the Student Forum. Teachers and pupils strive to work intelligently and happily together.

Real leaders are given a chance to show their abilities and influence for good.

The Student Forum is patterned after the national government. The executive, legislative and judicial departments are recognized. There are exactly forty-eight home rooms in our school and each one represents a state of the union, with its corresponding motto, colors, state flower or insignia.

The idea of this attempt of student participation was presented to the assembly by Mrs. Rodney, chairman of the Student Forum committee. The other members of the committee are : Miss Gallagher, Miss Kelly, Mr. Colson, Mr. Rumpff and Mr. Viegel.

After the home rooms, or states, were organized, each one chose a leader, or state committeeman and elected its officers, consisting of Governor, Lieutenant-governor, Secretary of State and State Treasurer.

Then the political parties began to shape themselves and soon began a plan for the election of the officers of the Forum.

Each state sent delegates to the national convention to nominate the Forum officers. The campaign manager was chosen, and after debate and careful consideration the candidates were nominated.

The campaign opened with great enthusiasm. Before joining any party many students waited for an evidence of the policy of school spirit and activity offered by each candidate. Each campaign manager, with the advice of one teacher had complete charge of his party campaign. Party members were anxious to offer political advertising and campaign material. Before

anything was put before the public it was censored by the Manager. In this way the whole campaign was carried through with a high ideal of civic order, clean politics, artistic value and Jeffersonian spirit.

The campaign was a challenge to the initiative, the finest ability and judgment of every individual. The response came in the form of the platform, typed copies of which were sent to each home room. Posters and slogans expressing the party principles, tags bearing block print profile of the candidates, and life size silhouettes posted in the corridors, published the record of the attitude, ability and achievement of the candidates.

At the regular assembly the campaign speeches were made. The manager introduced the candidates of his party, each of whom addressed the assembly, outlining his policies if elected. Party spirit was very much in evidence by penants, bearing the party slogan, attractive and convincing posters, artistic head dresses, lantern slides with pictures of candidates, songs cheers, etc.

After a week of the most enthusiastic school spirit Jefferson has ever seen, election day came. The school was divided into six voting districts, each provided with election commissioners, printed ballot, booths, etc.

The polls were open from 8:15 to 4 o'clock. The entire student body and faculty voted at their convenience, without interruption of regular work.

Election returns were published next morning. The news was received with many expressions of a non-partisan and wholly Jeffersonian spirit.

The inaugural address was given before the student body. The officers were installed by Mr. Finch.

At the first regular Forum meeting the president delivered his message to congress and outlined the plans for his administration.

Among the great Forum business projects are, the spring pageant, "The History of Music", details of which you will find elsewhere, and a paper sale for the purpose of strengthening the Forum treasury.

There is no limit to the possibilities and the power for good which the Student Forum may reach. A code of honor will be completed by the close of this semester, which will help the constitutional committee to draw up its constitution next term.

We are hoping to plan all campaigns for next semester so that there will be plenty of time and a thorough understanding of detail. We are treading slowly but surely, hoping that whatever the Forum accomplishes will be of lasting benefit to us and to those who will share the joys and responsibilities of our great school in the future.

"If the school is to train for democracy we should make a democracy of the school." Our Forum is step in making of Jefferson a real democracy.



Mrs. Rodney and the Forum Officers

Left to right: Floyd Crellin, Clinton Henrickson, Mrs. Rodney, Florence Watkins, Herbert Bach.

STUDENT FORUM

Excitement ran high during the election of the Student Forum. Campaign managers mapped out a live campaign with real issues and the different platforms of the four political parties were presented before the Forum members. Slogans, banners and posters graced the corridor walls. On election day, March 18, every member went to the poll in his own ward, and there marked his printed ballot, in secret, folded it and dropped it into the ballot box. The successful candidates were four pupils whose pictures appear on this page.



School Emblem

REPRESENTATIVE STUDENTS

Once a semester the faculty consider the various members of the Nine A Classes to determine which boy and which girl has, in their judgment, best exemplified the junior high school spirit and lived up to the ideals and standards of Jefferson in the most exemplary manner during the three years. It is sometimes hard to decide, for Jefferson students are trustworthy and eager to serve their school at every turn. Personality, scholarship, athletics, dramatic and musical ability are all taken into account, but a student need not qualify in all of these lines. Any member of the faculty may propose one or more candidates. When the names are all in, the votes are taken and the boy and girl receiving the highest number of votes are declared elected. Other plans for electing the representative student are being discussed and the one now followed may be displaced by another. A button is awarded to the boy and a pin to the girl on whom the honor is bestowed. The monogram of the school, a gold J. J. H., appears on a field of blue enamel. The eight sides of the octagon emblem typify the many-sidedness of its wearers, and the all-round development for which the school stands.



GUY McCROSSEN
June, 1922



RAYMOND KIRKPATRICK
January, 1923



WILLIAM SCHUSTERBAUER
June, 1923



RAYMOND SAVAGE
January, 1924



CARLETON THAYER
June, 1924



DORIS DAVISON
June, 1922



FLORENCE KNOPE
January, 1923



ELIZABETH BROWN
June, 1923



BETTY ADAMS
January, 1924



HILDA DUNLAVEY
June, 1924



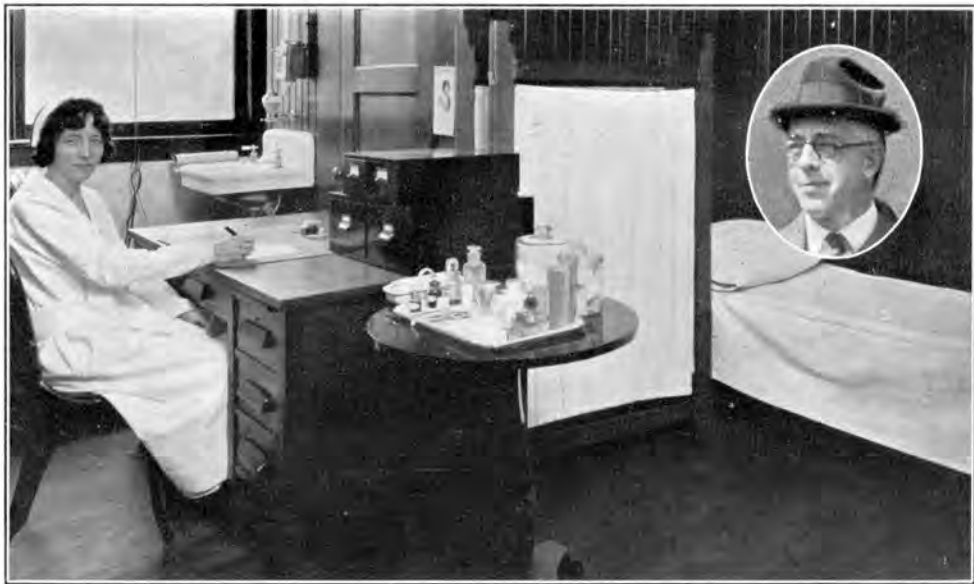
The Office Staff

Standing, left to right: Miss Wetmore, Mr. Savage, Miss Shelmadine.

Seated: Miss Walsh, Miss Bosch.

OFFICE STAFF

During the past five years, the office has seen many changes. At first there was but one person, Miss Wetmore, to assist Mr. Savage in the executive work. As the school grew and the organization became more complex, a division of labor followed until at the present time, there are four assistants: Miss Wetmore; Miss Walsh, stenographer; Miss Bosch, clerk; Miss Shelmadine, Supervisor of Instruction.



First Aid Room

E. Bessie Nelson, R. N.—Inset, John A. Whittle, School Physician.

FIRST AID

Doctor John A. Whittle, the genial school physician, visits the school once a week and makes examinations in such cases as are brought to his attention. Miss Nelson is on duty daily during school hours and meets all pupils who need attention. Cases needing further treatment outside of school are given advice, and visits to the homes are frequently made. From September 1923 to May 1, 1924, 5121 cases were brought to the attention of Miss Nelson. Twice a year a squad of dental hygienists from the Rochester

Dental Dispensary cleanse the teeth of all pupils,
and recommend treatment.



The Library — Inset, Miss Bayer, Librarian



A Boys' Camp Cooking Club

AN INTERESTING PLACE

For an hour each Wednesday these boys learn how to make cocoa, coffee, pancakes, bread, cookies, pies and cakes. They are equipped to keep a regulation camp from indigestion, and when needed can help mother with the meals at home. They not only cook but clean up after the lesson is over



MISS SHELMADINE

MISS SHEA

MISS POTTER

CLUBS

One hour a week is devoted to club activities. Teachers elect to direct the club which represents a line of work they enjoy. Pupils elect a club which represents their hobby. Thus chums and boon companions, separated during their regular class work, are brought together in the recreational period. Some one has said "It is not the man at work who is to be feared ; but rather the man at play." It is as vital that our boys and girls be trained in the right use of leisure, as in right methods of work and study. This is just what the clubs aim to do. Over fifty clubs have been formed, which limited space prevents our listing here.

A new club is formed in any line for which
there is sufficient demand.



Jefferson's First Corps of Teachers, September, 1919

PIONEER TEACHERS

These are the pioneer teachers who were with Jefferson at its opening in September 1919. Standing, left to right: Miss Powers, Miss Gordon, Miss Ely, Miss Brown, Mr. Savage, Miss Walsh, Miss Webster, Miss Tracy, Miss Schneeberger, Miss Dean. Seated, left to right: Miss McNeill, Mrs. Kates, Miss Stoll, Miss Potter, Miss Hendricks, Miss Shea, Miss Walter, Mrs. Adams, Miss Wetmore. Miss Sarah Harris, Miss McCowan and Mr. Deal also on the pioneer faculty do not appear in the picture.



Domestic Science Department

Left to right: Miss Sawers, Miss Hanifin, Miss Morse, Miss McCarty, Mrs. Zwickel.

DOMESTIC SCIENCE

The courses in Home Economics have been gradually increased until to-day child care, home nursing, elementary nutrition, household management, and marketing are taught with the foods and household courses to make the girls modern homemakers in every sense of the word. The lunch rooms are busy each noon during the three lunch periods when both teachers and pupils may obtain hot lunches at a nominal charge. Fifteen minutes are given in the middle of each morning for a health lunch. At this time between 300 and 400 pupils are served with milk and crackers.



Commercial Department

Standing, left to right: Mr. Rumpff, Mr. Fox.

Seated, left to right: Mrs. O'Brien, Miss Hedges, Miss Flannigan (penmanship).

COMMERCIAL

At the beginning of the 8th grade in the commercial curriculum, pupils are offered a course in commercial geography, and a course in First Lessons in Business which attempts to develop correct business habits and a knowledge of such business forms as are used in the occupations of this community. In the 8A typewriting, instead of commercial geography, is offered. In the 9th year typewriting is continued and bookkeeping displaces First Lessons in Business. In addition to this, commercial mathematics is studied three hours each week.



Science Department

Left to right: Mr. Beegle, Miss Lutz, Miss Twitchell, Miss Walbridge, Mr. Clapp.

SCIENCE

Two hours weekly are devoted to general science in the 7th and 8th grades, and four hours weekly in the 9th grades. Industrial classes have one hour weekly throughout the three years. Some of the subjects considered in the 7th grades are : rocks, soil, rivers, air, and fire ; in the 8th grade, personal hygiene, community sanitation, the heavens, the weather, water and gardening ; in the 9th grade, animal life in relation to man, efficient man, germs, milk and plants. These subjects, with their special problems are equivalent to one year of high school science. Pupils early acquire an interest in and understanding of their natural environment and form habits of scientific thinking and correct methods of procedure.



Social Studies Department

Standing, left to right: Miss Harris, Mrs. Donaldson, Miss Gordon, Mr. Veigel, Miss Tracy, Miss Van Dyne.

Seated, left to right: Miss Kelly, Miss Howe (Speech Teacher), Miss Bullard.

SOCIAL STUDIES

It is the aim of the Social Studies course to develop in the boys and girls proper citizenship habits, qualities and ideals ; to have them actually live as citizens rather than merely to prepare them for citizenship ; to lead them to appreciate the trials and difficulties of those who made this great nation of ours possible ; to arouse in them a more friendly attitude toward all men and to make them realize the necessity and value of cooperation ; to bring them into closer contact with government agencies and thus cause them to appreciate what services these agencies perform and their responsibilities in regard to each.



English Department

Standing, left to right: Miss Bayer, Miss Stoll, Miss Walter, Miss Brown, Miss McCowan, Mrs. Kummer, Miss Mitchell, Miss Appel, Miss Stevenson, Mrs. Fonda, Miss Glidden, Miss Stiles, Miss Humphrey, Miss Dunn, Miss Hutchinson, Miss Schnceberger.

ENGLISH

There has been a gradual growth in the English Department from six in 1919 to sixteen at present. In 1920 the teachers of the group organized to inculcate in the citizen of to-day an effective means of receiving and communicating ideas, plus a deep appreciation of the best literature. Pupils in all classes receive instruction in English every semester they are in Junior High.



Mathematics Department

Standing, left to right: Mr. Ward, Miss Lawler, Miss Hassett, Miss Potter, Miss Bullock, Miss Gridley, Mr. Benedict.

Seated, left to right: Miss Becker, Miss Gallagher, Miss Williams.

MATHEMATICS

The work in the seventh grade consists of arithmetic, together with two lessons a week in intuitive geometry, which is continued through the first half of the eighth year. The genetic method of presentation of geometry is combined with the laboratory, or experimental method. Algebra is taught during the last four weeks of 8B and is continued through 8A. Arithmetic is taught in connection with algebra throughout the 8A.



Domestic Art Department

Standing, left to right: Mrs. Vanderbergen, Miss Strobel, Miss Fish, Miss Kishlar.
Seated, left to right: Mrs. Chase, Miss Gaffney.

DOMESTIC ART

Domestic Art, like Domestic Science and Manual Arts, is one of the many worth while subjects taught in our Junior High Schools. Is it because a survey taken showed that 98½ per cent of our girls enjoyed the work, or is there a better reason? The real purpose is to develop intelligent consumers that they may know good values when buying garments ready-made, and may be able to remodel and make garments in the home. Each term the girls of the graduating class make their costumes: skirt and middie, blouse of white, or a simple, one piece white dress.



Practical Arts

Until recently education has concerned itself almost entirely with those boys and girls destined for the senior high school and college; paying but little attention to that great number whose destination has been the shop or factory.

In accordance with federal and state laws, which provide financial aid for cities which offer industrial education, practical arts courses have been provided for boys and girls who have reached the age of fourteen years. At the present time there are 231 industrial courses in household arts department of our school.

Our shops are not all closed to the boys who are taking academic work. Beginning with the 7B grade the boys are given continuously through the 9th, so that it would be possible for a boy graduating from the course to have had different shops during his three years in the junior high school.

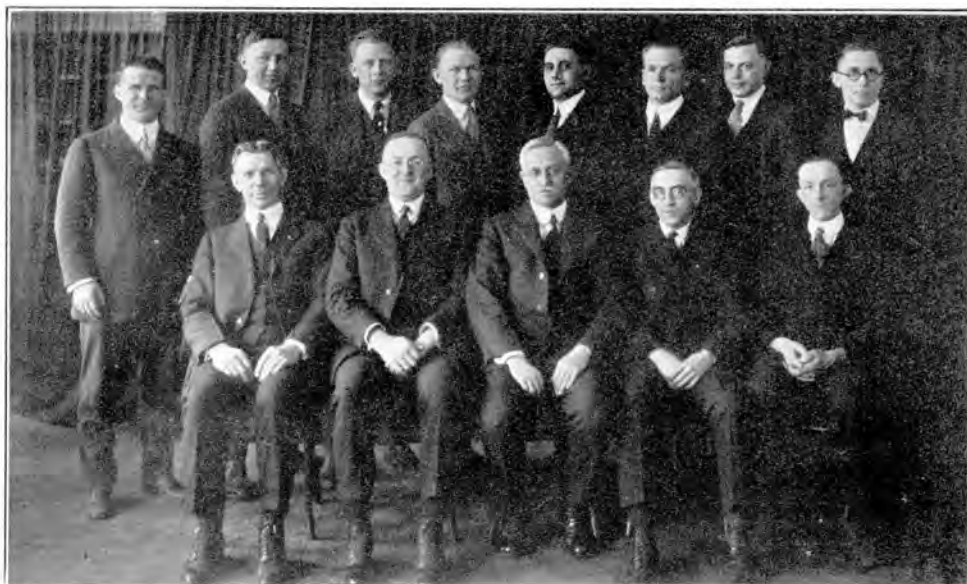
The training thus received is not intended to make a sheet metal worker or a machinist, an electrician or an auto mechanic out of a boy, but rather to



ARTHUR H. N. ROGERS, Supervisor

training, correlation between hand and eye, a certain skill in the manipulation of wood and metal, as well as an acquaintance with shop practices and familiarity with work done on a production basis.

This industrial department holds many a boy in school, from one term, to two or three years longer than he would stay in a school of the old type. The privilege of changing from one shop to another often means the choosing of that type of work after leaving school for which the boy is fitted and really likes, thus preventing the fitting of "round pegs in square holes."



Industrial Arts Department

Standing, left to right: Mr. Maxwell, Mr. Hempel, Mr. McKay, Mr. Snell, Mr. Saxe, Mr. Wallace, Mr. Colson, Mr. Holcomb.

Seated, left to right: Mr. Bowman, Mr. Deal, Mr. Rogers, Mr. Harmon, Mr. Davenport.

INDUSTRIAL ARTS

Mr. Maxwell, Com. Art	Mr. Colson, Drafting
Mr. Hempel, Gas Engine	Mr. Holcomb, Drafting
Mr. McKay, Tryout	Mr. Bowman, Sheet Metal
Mr. Snell, Cabinet Making	Mr. Deal, Printing
Mr. Saxe, Electricity	Mr. Rogers, Supervisor
Mr. Wallace, Drafting	Mr. Harmon, Machine Shop
Mr. Davenport, Elementary Machine Shop	



SHEET METAL

Not only is sheet metal an important branch of the building industry, but it also enters into many others, as the automobile industry, electric signs, etc. The skilled mechanic must have a good working knowledge of mathematics, mechanical drawing, geometry, freehand drawing and designing so these subjects enter into the course of study for these pupils. The shop course is laid out to comprise the making of working drawings, pattern drafting, and the complicated manipulation of galvanized metal, tin iron and copper. Special attention is given to the designing and construction of the skeleton angle iron frame as angle iron is now much used in all up to date shop.



DRAFTING

The Drafting Department is divided into three different units: related drafting, elementary drafting, and advanced drafting. The related drafting group is composed of boys majoring in other shops in the school as, machine, electricity, etc. In the elementary drafting group are boys of two types, those desiring to go into the advanced drafting group and those studying drafting for a term or two preparatory to going into some other shop in school leading to a vocation. This necessitates two distinct kinds of work, a course in elementary drafting room practice and theory, and, a course in blue print reading. The advanced drafting group devotes their entire time to preparation for entrance into the drafting rooms of industries or for a course in drafting at the Technical High School.



AUTO MECHANICS

The Auto Mechanics Shop is for boys who will enter some branch of trade as well as for those who do not intend to become mechanics, but who will own or drive cars or trucks. The course extends over a period of two years, after which the student may take a post-graduate course. The work consists of a series of shop talks and practical work on the frame, axles, springs, wheels, tires, drive shafts, transmission, clutch, brakes, engine, carburetor, storage batteries, magneto, and starting and lighting systems.



CABINET SHOP

The instruction in Cabinet Making is arranged for four terms of school, giving projects of ever increasing difficulty. It is intended that each pupil shall develop the ability to interpret working drawings and gradually become independent of an instructor or foreman. All projects are practical and such as would be encountered in an industrial job shop. Several boys, as they show ability, are required to serve in the capacity of foremen, thus developing initiative and leadership. It is the aim here to give such fundamentals of cabinet making as will enable the boy to become acquainted with the trade and decide for or against it as a life vocation.



POSTER DISPLAY

The above posters were made in Mr. Maxwell's Commercial Art Shop. There the boys are taught to do work in ink, paint and charcoal. This shop often discovers real talent and finds for many a boy the calling which he is best fitted to follow in life.



Graduating Class, June 1924



Radio Chorus with Miss O'Brien, vocal and piano teacher; and Miss O'Hern, accompanist



Graduating Class, January 1924



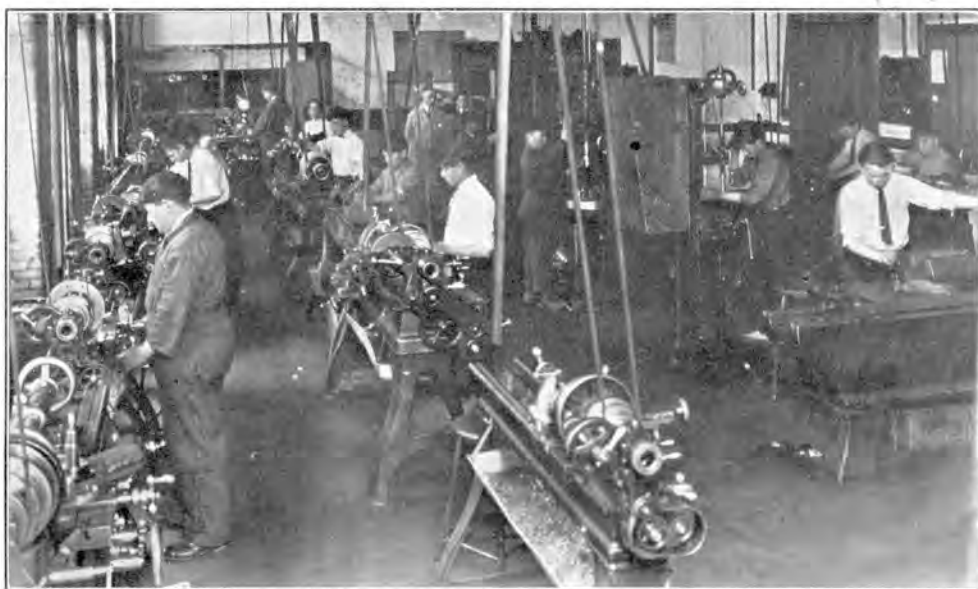
PRINTING

The Printing Department is open to boys who have elected the Industrial Arts Curriculum, as well as those taking the Technical, Commercial or Foreign Language Curriculum. The Industrial Arts boys have fifteen clock hours per week in the Print Shop and are instructed in hand composition, lock-up, press feeding, make ready and stock cutting. It is the aim of this department to plan the course of study that a student having been two years in this shop is the equal of a boy who has served one year's apprenticeship in the trade. The boys in the Foreign Language and other Courses receive instruction only 180 minutes per week.



ELECTRICAL DEPARTMENT

The electrical course is designed for the preparation of students who intend to enter the electrical trade. At the end of the course, which covers a period of two years, the student is well grounded in the fundamentals of the trade and is fitted to become an apprentice. The electrical field, with its many branches, offers to the boys fine opportunities. There is electrical construction, electrical manufacturing, assembling, inspecting and the power station with its switch board department, etc. It is a trade within the reach of anyone who is willing to work.



MACHINE SHOP

Machine Shop is as well equipped with hand and machine tools as many small commercial shops. This gives the student who selects the Machine Course the chance to become familiar with the handling of these tools through the building of small projects which embody the various mechanical processes. The course is divided into four semesters of work with a gradual increasing of the difficulties of the jobs assigned. With few exceptions all projects built have a direct commercial value and can be taken home by the boy and put to use. The boy who remains four or more semesters in the shop goes into industry for which he is best suited.



COMMERCIAL ART

The commercial art course covers work in drawing and design, interior decoration, show card writing, sign painting, outdoor advertising display, scene painting and illustration. Many students find themselves especially adapted and interested in some of the above branches of art work, but every student must first start at the bottom and acquire a working knowledge of drawing and designing, as well as the mixing and application of the various kinds of paints and materials. In this course it is not the aim to turn out finished mechanics and artists, but rather to train the students in those elementary principles of the trades which it would be difficult for them to get while working.

DRAMATICS



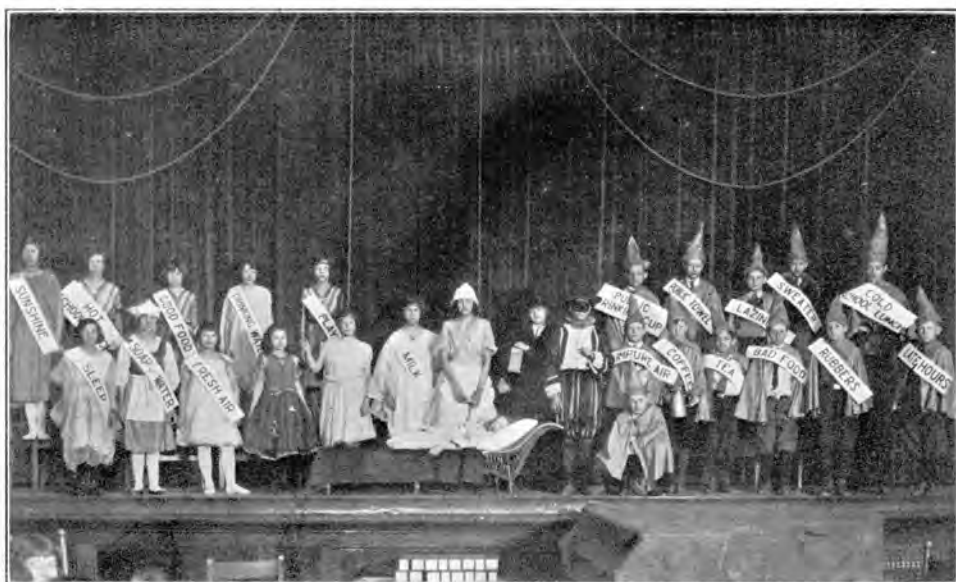
MISS ERMATINGER



MRS. RODNEY

SPECIAL ENGLISH

In the Special English Classes oral composition is stressed with emphasis on such points as interest, vocabulary sentence structure, voice, posture, enunciation and expression. The students are given an opportunity in the dramatic work to express their natural instinct of "Let's pretend". Talented pupils are not exploited to the neglect of the less favored and the Auditorium represents the efforts of a whole grade.



Good Health Play

HEALTH PLAY

Educators declare that some lessons may be taught more effectively through dramatics than through direct instruction. In the above picture we see the little actors in a play in which the value of sunshine, fresh air, pure water, etc is stressed as necessary to good health. In the center of the picture is the child whom the characters on her right have rendered ill. On her left are the characters who triumphed over the evil influences and restored the invalid to health and happiness. This was one of the plays given during Good Health Week.



"Daniel Boone"

Back row, left to right: George Harry, Robert Fordham, Lewis Hill, George Schafer, Gerald Hill, Roger Catlin, William Huggett, Charles Lanza, Sam Laurencelli, Martin Azzerone (C9A).

AMERICAN FRONTIER PLAY

"Daniel Boone," was presented by T9B boys under the direction of Miss Ermatinger, April 4. The action of the play centers about a group of pioneers, whom Boone advises to surrender to the Indians, to save the women and children of Boonesborough Fort. The pioneers are later ransomed with the exception of Boone who is adopted into the Indian tribe. Boone escapes from the Indians and reaches Boonesborough Fort. The Pioneers brand him as a traitor, but he finally succeeds in convincing them that he is their friend, and gets inside the fort in time to warn them of the approach of the Indians.



"Tom's Back Yard"

Left to right: William Braam, Gladys Becker, Herbert Schaeffer, Rose Madalene, William Soline, Dorothy Meyn, Mary Higgins, Helen Shedd, Mildred Kier, Sigure Michaelson, Dorothy Phillips, Carson Jarvis.

ARBOR DAY PLAY

"Tom's Back Yard", an Arbor Day play was presented April 2, 1924 by the 7B3 Class, directed by Mrs. Rodney. Tom's beautiful garden had grown to weeds which refused to be thrown out. But Tom worked at them persistently and finally got them out. Later Tom and his mother found growing in the garden beautiful daffodils, tulips and pansies, instead of weeds.



"The Good Housewife"

Left to right: Lucy Annechino, Michalena Cammarata, Margaret Parella, Marjorie Campbell, Lloyd Bickel, William Harry, Charles Frank, James Jepson, Lloyd Hubbard (L 9 A).

IRISH FOLK PLAY

On Friday, April 4 as a feature of the auditorium exercises the 7A6 Class presented "The Good Housewife" an Irish folk play, directed by Miss Ermatinger. The story of the play shows how the "wee folk" come to the assistance of a tired, overworked housewife. The fairies cast a spell on her husband and enter her home only to make more trouble and confusion. The good housewife with the help of the Wiseman finally succeeds in breaking the spell and in driving the fairies off to their home. The fairies finding they have been deceived, return angry, but are pacified with the promise of a pan of cream and a dance in the moonlight



Operetta "All At Sea"

PIRATE CHORUS AND PRINCIPALS

The operetta "All at Sea," based on Gilbert and Sullivan's operas, was given in February by the Operetta Club, under direction of Miss Appel and Mr. Marsh. About 175 students appeared in the production, which was costumed by the sewing department. Stage effects, scenery, lighting, finance, etc., were handled by the various departments of the school, and, about \$300 were realized to apply on the purchase of the new grand piano for the auditorium.



"Good English" Dance

Left to right: Marjorie Riley, Dorothy Bachers, Marjorie Manning.

DANCE

A "Good English" dance by these three girls, whose pictures appear above, was given during "Good English" week, under the direction of Miss Curtis, in the auditorium, March 26. The little dance showed the correct and incorrect forms of speech. Following the dance was a clever little English play written by the 7A1 Class, directed by Mrs. Rodney. The value of using good English at home and in school, in the office, in the store, and in the army, was emphasized.



Group of Dancers in the Pageant

Left to right: Marjorie McGuire, Mary De Cecco, Marjorie Manning, Marjorie Riley, Shirley Wells, Marjorie Watlon, Emma Gavitt, Dorothy Preston, Dorothy Bachers, Dorothy Millham.

THE PAGEANT

"A History of the World's Music," by Miss Gertrude Ermatinger and Mrs. M. B. Rodney, constituted a beautiful community project demonstrating the advances made in music and English in our schools, and the possibilities of student cooperation. The Pageant, with Music as its central theme, seemed very appropriate at this time, when Music in Rochester is being so happily stressed. The story of the Pageant begins with Harmony, Rhythm and Melody woven into the Music of the Ancients and Medieval times, with Early Church Music and the Minnesingers. It continues through seventeenth century opera and oratory, exemplifies American Music, and closes very beautifully with Music in Rochester, paying tribute to our own Eastman School.



Highland Fling

HIGHLAND FLING

Folk dancing is taught as part of the health education work. This gives the boys an interest in the customs and ideals of other nations, and at the same times develops a sense of rhythm and grace of movement which affects their general bearing throughout life. The costumes worn by the boys in the above picture were designed by the teachers and made by the girls in the sewing classes. The dance was given in the Spring Pageant.

ATHLETICS

Health Education is the general term for all activities which tend to build up the body and develop health habits.

Every class has at least an hour of physical activity in the "gymnasium" during the week. When weather permits the games and athletic work are conducted out of doors.

Boys' Clubs and Girls' Clubs after school hours afford additional opportunity for games and recreation.

Soccer, basket ball are played among the junior Inter class games between rooms are conducted and developed.

The chief department is ever, but the regular exercises, drill, education per pupils are encouraged at home.

Each day at recess affords an relaxation and mingling of the pupils with one another. Several hundred boys and girls partake of milk and graham crackers at this time.

Pupils are weighed and measured at regular intervals and especial attention paid to those under weight or with abnormal conditions that may be changed by proper corrective exercises.

One great aim is the forming of health habits, not in the school alone, but wherever the child may be, on the street, in the home, in a public building, or in camp. The Health Education department concerns itself with developing in the child every thought and tendency that will make for a clean, strong body in which may develop the sound mind.

The new gymnasium will help materially to do this for the boys and girls of our school,



and base ball games for high schools. the various home a wholesome rivalry

work of the health not athletics, however setting up etc., of the health iod, which the aged to practise

10:30 the milk opportunity for friendly ming-



Health Education Faculty

Standing, left to right: Edward May, accompanist; Carl Beghold, physical director; C. A. Paul, physical director.

Seated, left to right: Miss Mason, physical director; Mrs. Williams, accompanist; Miss Curtis, physical director.

HEALTH EDUCATION

Owing to our limited facilities for Health Education Work our boys and girls, as a rule, have but one hour of health education per week. The boys use the second floor of Building VI, and the girls use the first floor of Building I. There is no pool for swimming, and no showers or other provisions for bathing. This fact limits the instructors in the type of work they can give the pupils.



Junior High School Soccer Champions

Standing, left to right: Di Ponzio, goal; Buckley, forward; Northrup, fullback; C. A. Paul, coach; Schrader, forward; L. Lucia, halfback; Horne, forward; Schrader, manager.

Seated, left to right: Abell, forward; M. Azzerone, forward; P. Azzerone, forward; Pezzulo, halfback; Rancone, fullback.

SOCCER

Jefferson again won the City Championship in Soccer, this year, making a better showing than last by not even being scored on during the season. The previous year only one point was scored against the team during the season, and no games were lost.



Jefferson Junior Track Team

Back row, standing, left to right: Corona, Johndrew, Kreiger, Jadson, Mein, Williams, Brown Despard, Borrino.

Seated, left to right: Santarosa, Burgess, Schrader, Northrup, C. A. Paul (coach),

Buckley, Laushey, Zahrdt, Faurito, Rinaldi.

In front, left to right: Johnson, Bonacci, Pilaroscia, Line, Romeo, Eppinger, Hibbard.

TRACK

The events in which the track team participates are: running broad jump, high jump, 100 yard dash, 220 yard dash, and 12 lb. shot put. The indoor track meet is held at the Armory once a term and the outdoor meet takes place at the University of Rochester field. Our boys have not made as enviable a record at track as they hope to make when proper facilities for athletics are provided for them.



Junior High Skating Champions

Standing, left to right: Hill, Gilbert, Judson, Selkirk, Pepper, Cort, Mercer, Kreiger, Burgess, Warren, Hibbard.

Seated, left to right: C. A. Paul (coach), Schaefer, Northrup, Gaylord, Lockwood, Hooker, Fowler, Wetzel.

SKATING

Jefferson Junior High again won the skating championship, which was also captured in 1922. The skaters competed in the following events: 60 yard, 100 yard, and 220 yard dashes; quarter mile relay and barrel jump. The boys of Jefferson show a commendable love for this healthful outdoor sport.



Swimming Team, 1924

Standing, left to right: Meade, Abel, Kapell, C. L. Beghold (coach), Mercer, Messerschmidt, Maurizio, Smith.

Seated, left to right: Lockwood, Pezzuolo, Goodman, Parker, Warren.

Front row: Wilcox, Hoch.

SWIMMING

Jefferson has done very little in swimming due to the fact that we have no pool. Nevertheless the spirit for this sport is here and because of this we have worked hard and will continue to work hoping some day Jefferson will have adequate facilities for developing the art of swimming in every boy and girl of the school.



Basket Ball Team, 1924

Standing, left to right: Thayer, Lucia, Schrader, Shedd, Fowler, C. L. Beghold, Coach.
Seated, left to right: Burrows, Pezzuolo, Abel, Roncone, Buckley.

BASKET BALL

The Basket Ball Championship was contested between Washington, Madison and Jefferson throughout the entire season. The first term schedule ended in a triple tie between these three schools and it was necessary for post season games to be played at Monroe. Jefferson was matched to play its old rival, Washington, and lost by a score of 48 to 40. Madison also lost to Washington the following week, which gave Washington the first semester championship. During the second semester Jefferson won from both Madison and Monroe, but lost in an over time game to Washington at Washington.



Base Ball Team, 1923

Standing, left to right: Pezzuolo, Roncone, Axon Snelgrove, C. L. Beghold (coach), Shedd, Azzerone, Abel.

Seated, left to right: Buckley, Mercer, Selkirk, Schrader, Wetzel.

BASE BALL

The Base Ball Season for 1924 started after this book went to press and for that reason the team of 1923 and results are given. With Washington, Madison and Jefferson comprising the Junior High Schools of the city, Washington proved to have the stronger team and won the Junior High School Championship. Jefferson having lost nearly the entire team of the previous year, through graduation, started to build a team from unexperienced players. Jefferson lost to Washington in the opening game and then lost two games to Madison. We closed the season by defeating Washington.



Winners of Athletic League Pin

Left to right: Emma Gavitt, Marguerite Heydweiller,

WINNERS OF ATHLETIC PIN

Emma Gavitt and Marguerite Heydweiller were awarded the Athletic League pin for winning one hundred points in athletics and dancing and showing excellent spirit and good sportsmanship in the gymnasium and on the athletic field.



Swimming Team

Standing, left to right: Marguerite Heydweiller, Helen Mann, Beatrice Poulton, Helen Prachel, Elizabeth Adams.
Seated: Marion Pearson.

SWIMMING

A swimming team of senior girls represented Jefferson Junior High School in the second annual interschool swimming meet for Junior High School girls, held at Monroe Junior High School February, 1924. Our girls did exceptionally well, winning first place in diving and in the side stroke, for form. They also won second place in the relay race.



The Music Department of our school aims to develop a love of this art which will carry over into later community or upper school life, enriching all the child's later experience.

The regular chorus work is conducted with the idea of giving practice in the correct use of the voice, part singing and sight-reading, as well as familiarity with folk songs and patriotic songs of our own country and the best songs of the great composers of the world.

The work in music appreciation leads the child to love the best in all kinds of music. Only the records of the best artists and organizations are played and appropriate comments thereon made by the teachers.

For those children who desire additional voice work, opportunity is afforded in the special choruses and glee clubs which, for the most part, work after school hours.

The instrumental work includes violin and piano classes, orchestra and band rehearsals, conducted during the club time on Wednesday. In addition the band and orchestra have one after-school rehearsal each week. Most of the instruments used by the children in the band and orchestra, with the exception of the violins, have been donated by Mr. George Eastman, and no charge is made save a nominal bonding fee.

Free instruction is given to the children on all instruments on Saturday mornings, by a corps of specialists at the Monroe Junior High School.

The vocal and instrumental organizations make frequent public appearances in assemblies and other auditorium events.

The music work has proved its worth in enriching community life in many ways. Boys and girls go out into various church orchestras, choirs and in professional musical activities. Through the development of their musical interest a coming generation of concert goers will support a wonderful program of musical activity.

Once each semester for several years it has been our custom to present an operetta or pageant to indicate to the patrons what the school is doing in the line of vocal and instrumental music. Among those given are *All at Sea*, *The Maid and the Middy* and *The Song in the Heart*. The last named was written and directed by Miss Ermatinger and Mrs. Rodney.



Music and Art

Standing, left to right: Miss Botsford and Mrs. Schreib (Art), Mr. Marsh and Miss O'Brien (Music).

Seated, left to right: Miss Collins (Art), Miss O'Hern (Music).

MUSIC

Teachers in the Music Department are Lewis J. Marsh and Miss Marie O'Brien, with Miss Frances O'Hern, Accompanist. All students except those in the Industrial groups are given an average of one hour per week of chorus work in school time. Wednesday Club activities include Chorus and Operetta, Band, Orchestra, Violin and Piano Clubs. After School musical activities include a special "Radio" Chorus and a Girls' Glee Club under Miss O'Brien and the School Band and School Orchestra directed by Mr. Marsh.

ART

In the Art Department much of the work in drawing and sketching is later used for design and much of the design work is applied. Costume design and interior decoration are studied in the interest of good taste. Reference material concerning artists is being added to the school collection, stimulated as is all the work by trips to the art gallery.



Boys' Quartette and Teachers

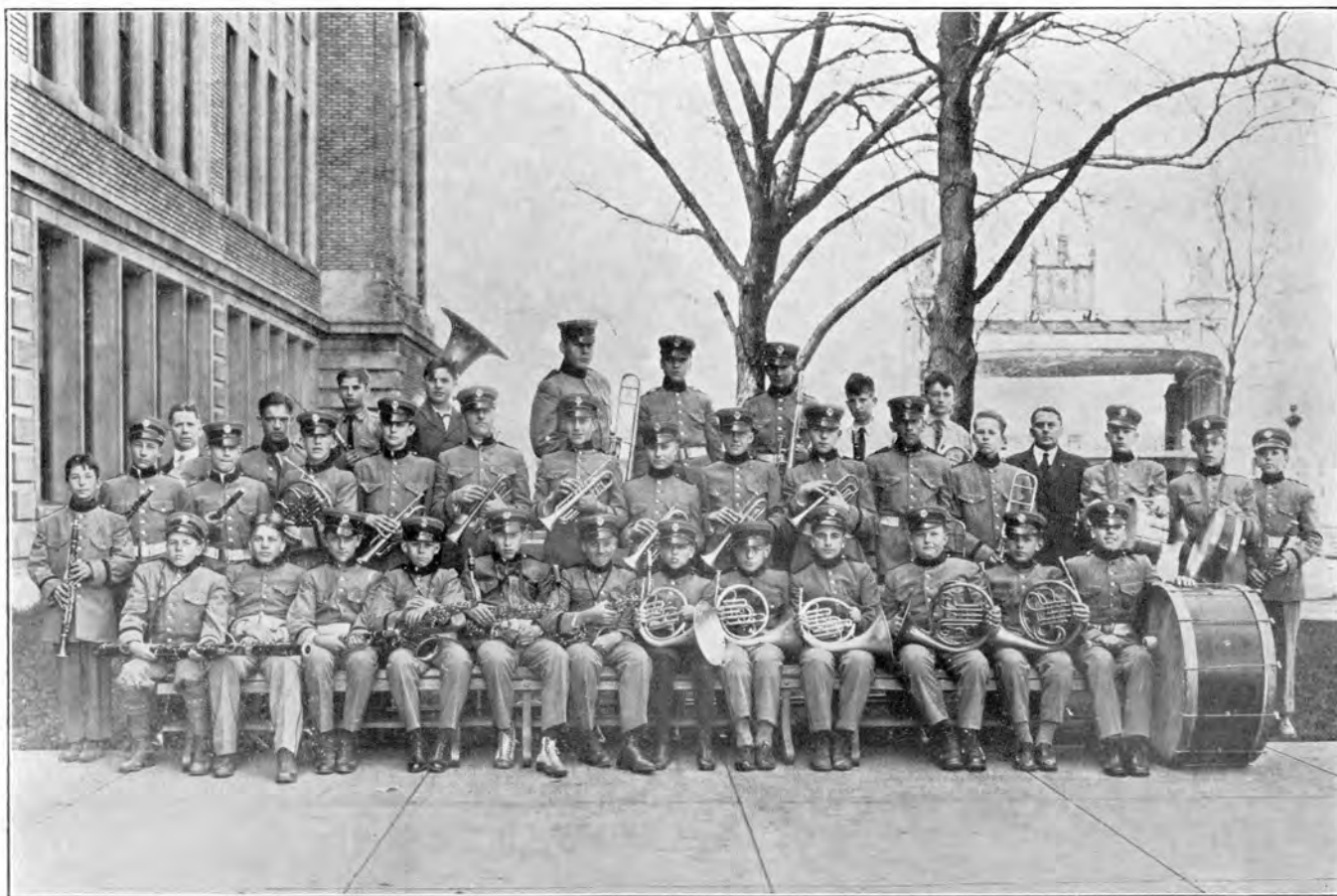
Left to right: Franklin Inglis, Carl Fisher, Miss O'Hern (accompanist), Miss O'Brien (vocal and piano teacher), Alden Clark, Russell Schrader.

BOYS' QUARTETTE

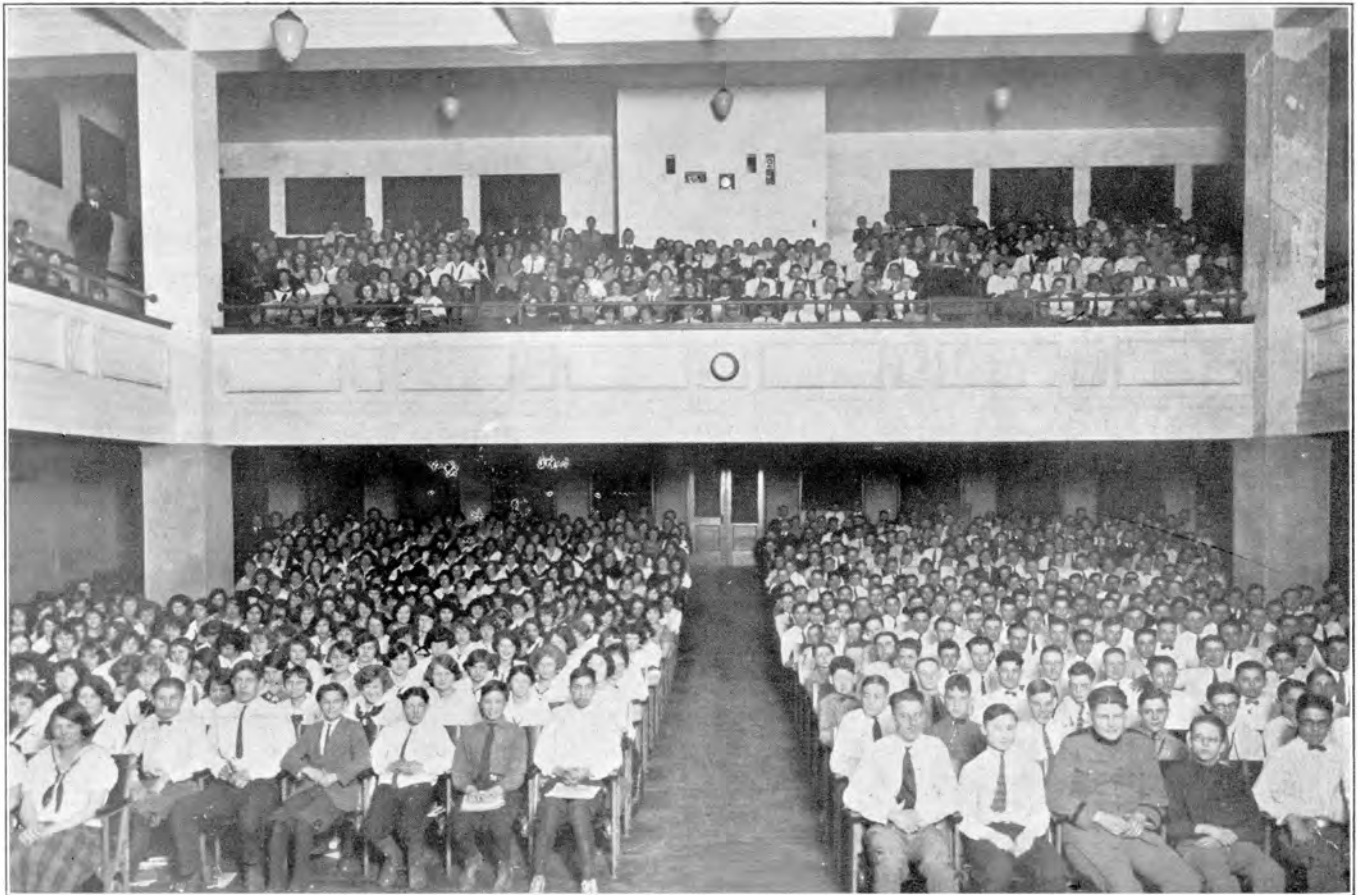
These four boys are one half of a double quartette which sang at the Music Teachers' Convention in January. The other four could not get back to pose for the picture. The lads contributed to the enjoyment of a number of auditorium programs and sang for graduation. They are all in Senior High School now.



J. J. H. S. Orchestra



J. J. H. S. Band



A Friday Morning Assembly



Our Silent Policeman

SAFETY FIRST

These warning signs were made by the Cabinet Shop boys and painted by the lads of the Commercial Art department. One is placed at each corner of the three floors. The above picture shows two columns: a column on the left approaching the camera while the one on the right is passing away from the camera and is turning the corner. Congestion is avoided, accidents prevented, a better appearance secured.



The School Bank

SCHOOL BANK

This bank was opened in September 1923. It was made by the boys of the Cabinet shop, assisted by the sheet metal and commercial art departments. A 7th, an 8th, and a 9th grade teller is elected and receives the deposits from treasurers of the forty-eight home rooms. The 7th 8th and 9th grade groups vie with one another to see which group can have the greatest number of depositors each week.



The Winner

Bob Hasting and Tom Brown were fifteen years of age and lived in Mayville, New York, a small village situated at the northern end of Lake Chautauqua. They were chums and wherever one was, the other was not far away. The two lads were strong and healthy and both ardent lovers of nature and the great outdoors in general. From Mayville they went on numerous hikes and hunts into the surrounding hills which were thickly wooded and here and there dotted by small farms. At the time when this story occurs the chums had just begun their summer vacation.

On a certain Monday morning in June, Bob and Tom were returning from an errand when they were hailed by Mr. Green, the jolly proprietor of a large grocery store, and asked if they would like to take a spin in his motor boat which was for sale. The boys and the jovial merchant walked to the boat-house and when the other two were on board, Bob cast off the hawser and jumped lightly into the cockpit. Soon the trim little craft was heading out into the lake at a good speed. "Isn't she a little beauty?" enthusiastically exclaimed Mr. Green from his position as helmsman at the wheel.

"She surely, is sir," replied Bob, "how much are you asking for her?"

"Five hundred dollars," said Mr. Green slowly, "though her engine alone is worth that much and the hull is in good condition." "Why," he continued, "would you like to buy her?"

"Yes," mused Bob, "but I couldn't pay that much." The two boys then lapsed into silence, doubtless thinking how they could raise money enough to buy her.

On the way back they took turns at the wheel and many times the occupants of the little craft were drenched with spray as the sharp prow cut through the waves. At last the boat was run under cover and the boys started home. Naturally their conversation turned toward the motor-boat and how it could be purchased, but they could reach no conclusion. Friday morning when they planned a hunt for the morrow it was forgotten in anticipation of the coming event.

Friday night, when Tom returned from Jamestown with his father where his parent had been on business, he told Bob about the robbery there. The Jamestown National Bank had been robbed of fifty thousand dollars and five hundred dollars reward was offered for the capture of the thief who had blasted the vault open and escaped with the money. The thief was an escaped convict and pictures of him were posted in all the small towns. He was supposed to have been disguised as a salesman carrying his plunder in a suitcase but this was not proven.

Saturday morning on their way out of town Bob and Tom examined a poster offering the reward and bearing the picture of the thief.

"I know what I would do with that reward," said Tom.

"So do I," said Bob, "I'd buy Mr. Green's motor-boat." This was speedily forgotten however when they began searching through the thickets in quest of game.

When noon time came the boys had bagged nothing except a rabbit and one grey squirrel. They sat eating their lunch on a bluff about ten feet high which sloped down to a small stream when, suddenly, the ground beneath them gave way, and they, jumping, fell into the concealed entrance to a cave.

In a flash their glance took in the whole of the interior. In the corner stood a rude cot constructed of small boughs from a tree. Instantly they recognized the sleeping man upon it as the desperado who had robbed the bank. There also stood near-by a small leather bag not unlike a tool-kit and a smouldering fire built upon rocks in the center of the cavern floor.

Some boys might have run, but not so Bob and Tom. They stood amazed for a moment and then Bob drew from his knapsack a rope and signalling Tom his intentions, they carefully bound the sleeping man. Tom then ran to a near-by farm for aid. When the stalwart farm hands, got there they found Bob still on guard and the prisoner tightly bound.

Two days later Bob and Tom returned from Jamestown each two hundred and fifty dollars richer than when they started. The motor boat was purchased and two happier boys could not be found.

Five weeks later the annual boat races were held on Lake Chautauqua, and the chums' entry, "Swallow," took first place in the free-for-all race.

ROBERT HOFFMAN, 19A3.

❖————❖

Sgt. "Hey you, where are you going?"

Rookie. "To get some water."

Sgt. "What, in that shirt?"

Rookie. "No, in this pail."

❖————❖

Cavalry Sergeant. "I told you never to approach a horse from the rear without speaking to him. First thing you know they'll kick you in the head, and we'll have a bunch of lame horses on our hands."

Last Will and Testament of the Class of 1924

Drawn up and published per Robert H. Kazmayer

In behalf of my client, the extraordinary graduating class of 1924 of Jefferson Junior, I hereby draw up and publish the last will and testament of the aforesaid class. The aforesaid class being about to die, dissolve or cut loose from life ("Say it with flowers!" dear friend!) begs you to accept from her dying hand the few gifts she has to bestow in her last moments. Owing to the flighty condition of her mind and the unusual disturbance of it's gray matter, she begs me state that she may quite possibly have been mistaken in her inventory, but such things as she thinks she has, she now gives over into your possession, praying you to regard them as a sacred trust of one "gone before."

We, the Class of 1924, of Jefferson Junior High School, City of Rochester State of New York, United States of America, being in full possession of a crammed mind, an untrained memory, and an almost superhuman understanding, do make and publish this, our last will and testament, asking only as a last injunction of the dying, that our funeral services be conducted by our Principal and his all-wise and ever-competent faculty and that it be carried on with all the dignity and pomp that our worth, our attainments, and our position as Seniors must certainly deserve.

I First and foremost, to our beloved faculty who have been our instructors in the, "wisdom of the ages" we give and bequeath a sweet and unbroken succession of restful nights and peaceful dreams. No longer need they lie awake thru the long watches of the night worrying whether this one or that one is doing his night work or whether the other will remember every every iron-clad rule of grammar in his morning recitation. It has been hard a strain on them — but verily, verily they shall receive their reward.

II As our second gift to our faculty we bestow upon them the amazing knowledge and startling information that we may from time to time have furnished them in our various examinations. We know that much which we have imparted to them must be entirely new to them as well as to the rest of the world, and we realize also that it would shed much new light on hitherto unfamiliar lines of thought; so it is that we hereby authorize them to give out such of this information to the world as they may feel that the world is able to receive. We also hope that they may feel at liberty to use this same information for the enlightenment of any classes following us — this of course is left entirely to their personal discretion.

III To the school in general, we leave THE JEFFERSONIAN Staff, the Band and Orchestra, devoid of their best members.

IV To the future graduating class we leave the honor of using our poor excuses; we also leave to them our front seats in the Assembly; our seats

